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ABSTRACT

This handbook is a complete guide for developing and administering cooperative vocational education programs in Missouri. The 11 sections of the handbook provide information in the following areas: (1) overview of the cooperative education program; (2) role of the teacher-coordinator; (3) program development; (4) the instructional program; (5) cooperative education components; (6) vocational student organizations; (7) advisory committees; (8) facilities, equipment, and resources; (9) program evaluation; (10) legal aspects; and (11) professionalism. Appendixes to the guide list Missouri certification standards for cooperative occupational education teacher-coordinators; provide guidelines for submitting applications for expanding and new vocational education programs; outline the cooperative occupational education core curriculum; and provide sample training agreements, instructional management plans, evaluation instruments, and student records forms. (KC)

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ADMINISTRATIVE HANDBOOK FOR COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS IN MISSOURI

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Table of Contents

OVERVIEW OF THE COE PROGRAM	I-1
ROLE OF THE TEACHER-COORDINATOR	II-1
The Teacher-Coordinator's Roles	II-1
Professional Preparation	II-2
PROGRAM DEVELOPMENT	III-1
Determining the Need for the Program	III-3
Determining the Occupational Need for the Program	III-5
INSTRUCTIONAL PROGRAM	IV-1
Occupational Codes for Supervised Employment in COE	IV-2
Curriculum for Cooperative Occupational Education	IV-3
Planning Specific Related Instruction	IV-4
Organizing COE Curriculum and Instruction	IV-4
Delivering COE Specific Related Instruction	IV-5
Evaluating COE Specific Related Instruction	IV-5
Coordinating the General/Specific Curricula, IMP, and VSO	IV-5
COOPERATIVE EDUCATION COMPONENTS	V-1
Training Stations	V-1
Training Sponsors	V-1
Training Agreement	V-1
Instructional Management Plans	V-2
Evaluation	V-3
Student Records	V-3
VOCATIONAL STUDENT ORGANIZATION	VI-1
Integrating the VSO with the COE program	VI-1
Professional Activities	VI-1
Civic Activities	VI-2
Service Activities	VI-2
Social Activities	VI-2
Financial Activities	VI-2
Starting a Local Vocational Student Organization	VI-2
ADVISORY COMMITTEE	VII-1
Organizing an Advisory Committee	VII-2
Developing a Program of Activities	VII-2
FACILITIES, EQUIPMENT AND RESOURCES	VIII-1
Facilities	VIII-1
Equipment	VIII-1
Instructional Resources	VIII-2

PROGRAM EVALUATION IX-1

State Vocational Program Evaluation IX-1
Accreditation Evaluation IX-1
Local Evaluation IX-2

LEGAL ASPECTS X-1

Equal access X-1
Employment Certificates X-1
Occupations in Which Minors May be Employed X-1
Hazardous Occupations X-2
Minimum Wage X-2
Social Security X-4
Job Safety (OSHA) X-4
Worker's Compensation Insurance X-5
Unemployment Tax X-6
Targeted Jobs Tax Credit X-6

PROFESSIONALISM XI-1

Service to Students XI-1
Service to the Profession XI-1
Acquisition of Knowledge XI-1
Professional Organizations XI-2

APPENDICES

Appendix A--Missouri Certification Standards for Cooperative Occupational Education Teacher-Coordinators
Appendix B--Guide to Submitting Applications for Expanding and new Regular Vocational Programs
Appendix C--Cooperative Occupational Education Core Curriculum
Appendix D--Sample Training Agreement
Appendix E--Sample Instructional Management Plan
Appendix F--Sample Evaluation Instrument
Appendix G--Sample Student Records Form
Appendix H--Form FV-4
Appendix I--Form FV-2
Appendix J--State Vocational Program Evaluative Questionnaire
Appendix K--Supplementary Questionnaire

OVERVIEW OF THE COE PROGRAM

Cooperative Occupational Education (COE) is an instructional program offering preparation for employment in a wide range of occupations. Students enrolled in this program will receive classroom training and supervised employment in a variety of occupational areas, including agribusiness, office, marketing, health, and trades. Where enrollment in a particular occupational area is sufficient or where more than one teacher-coordinator is employed, instruction should be delivered through occupationally specific programs. COE programs may operate as either:

a. Two consecutive years of enrollment, with the junior year for classroom preparation for employment and the senior year for specialized classroom occupational training with supervised employment. It is recommended that only students with senior standing be placed in supervised employment.

b. A senior year only offering, with or without prerequisites to qualify applicants, that has specialized classroom occupational training with supervised employment.

Cooperative Occupational Education (COE) is a vocational education program based on the cooperative education method. Students receive classroom instruction and supervised employment related to their occupational goal. Written agreements are established between the school and employers specifying the educational activities which will occur on the job. These activities must be planned and supervised by the school and the employer so that each contributes to the student's education and employability.

The curriculum consists of both general related group instruction and specialized instruction by occupational area. The core competencies established for cooperative occupational education programs should be included in the general related curriculum. Specific competencies for the student's occupational area are the basis for the specialized instruction. Further information regarding curriculum for Cooperative Occupational Education can be found in the section entitled Instructional Program in this handbook.

Supervised employment allows the student to relate classroom instruction to the work place. The training station must be approved by the school, and contribute directly to the development of the competencies necessary for employment and advancement in the student's chosen occupational area. Students must be employed in conformity with federal, state, and local laws and regulations. Further information regarding operational guidelines for Cooperative Occupational Education programs can be found in the section entitled Cooperative Education Components in this handbook.

The cooperative occupational education program contributes to helping young people secure employment and does not prevent them from furthering their education. Employers benefit because many students remain as full-time workers with their training station after graduation. Graduates of Cooperative Occupational Education programs have stable job ratings, good advancement records, and high satisfaction levels with both their jobs and their school experience. They become productive wage earners and taxpayers. Research also shows that Cooperative Occupational Education program graduates have low unemployment rates in the labor force.

Cooperative Occupational Education programs have outstanding records of helping young people bridge the gap between school life and the world of work. There are numerous illustrations of how immature young people made successful transitions from school to jobs with the help of Cooperative Occupational Education programs. Some success stories involve individual students the schools had previously failed to challenge. Cooperative Occupational

Education programs have great potential for aiding in the problem of assimilating students into the mainstream of adult society.

ROLE OF THE TEACHER-COORDINATOR

The Cooperative Occupational Education teacher-coordinator has many responsibilities including tasks related to the following roles: teaching, coordination, guidance and counseling, public relations and administration.

The success of the program depends upon: (1) how well the teacher-coordinator performs the tasks included in these roles and (2) how well the teacher-coordinator is able to plan and organize the work to maintain balance among the various functions. The teacher-coordinator's effort should always be directed toward the primary program goal -- preparing students to enter and advance in their careers within an occupational field.

The Teacher-Coordinator's Roles

The Teaching Role. The primary role of the teacher-coordinator is teaching. Teaching involves directing a learning program that will permit student-trainees to master the attitudes, skills, and knowledge necessary for success in the world of work. In performing the teaching role, the teacher-coordinator must: (1) teach attitudes, skills and knowledge prerequisite to performance on a real-life job; (2) help student-trainees plan their job and community experiences; (3) assist students in forming concepts and principles from their learning experiences outside of the classroom; (4) guide students in developing rational-thinking and problem-solving skills; and (5) advise the local chapter of the vocational student organization.

The Coordination Role. Coordination is an educational activity directed toward the improvement of instruction via combining the efforts of all who influence the learner. Coordination involves selecting training stations, placing students, evaluating student progress on the job, and coordinating theory and practice.

The Guidance and Counseling Role. As a career counselor, the teacher-coordinator has responsibility for the student recruitment, selection, job placement, and counseling. Good communications must be maintained with school guidance counselors as they are aware of students who might benefit from the Cooperative Occupational Education program.

The Public Relations Role. The teacher-coordinator must continuously interpret the program to the public. Therefore, the teacher-coordinator will attempt to achieve good public relations through practicing good human relations in daily activities and through planned publicity.

The Administrative Role. The extent of the teacher-coordinator's administrative role varies according to the local education agency. Generally, the teacher-coordinator will be involved in a wide variety of administrative responsibilities which include planning, budgeting, reporting, evaluating, and supervising. Many of these tasks are performed in relation to other roles.

The teacher-coordinator is the key to a successful Cooperative Occupational Education program. The role of the teacher-coordinator is complex in that it involves the usual competencies of the classroom teacher and also requires the insights important for career guidance and the capability for bringing the business community into cooperative alliance with the school.

Professional Preparation

Competencies needed by the Cooperative Occupational Education teacher-coordinator are the attitudes, skills, knowledge and understanding deemed necessary to perform the critical tasks of the job. Both technical subject matter and professional competencies are necessary.

Technical competencies refer to abilities teacher-coordinators need in order to help students develop the qualifications that workers need in order to enter and advance in a particular career field. These competencies are associated with the various technical areas taught in the Cooperative Occupational Education curriculum. Technical competencies are developed through participating in technical courses and occupational experience.

Professional competencies refer to those competencies necessary in order to perform the Cooperative Occupational Education teacher-coordinator's total job. Professional competencies consist of those competencies necessary in order to carry out the following job functions: teaching, coordination, guidance and counseling, public relations, and administration.

The following standards for instructors are required for professional certification in cooperative occupational education:

1. Two years or 4,000 hours of approved occupational experience as determined by the nature or level of employment.

2. Twenty-five semester hours of appropriate course work to include the following:
   a. Ten semester hours from the area of Marketing.
   b. Ten semester hours from the area of Industrial Education.
   c. Five semester hours in excess from the above two areas or from general business, economics, or business administration;

3. Twenty-four semester hours of professional education. A minimum of eight hours of professional vocational education is required. Of these eight hours, one course must be in curriculum for industrial or marketing education, one in coordination techniques and one in methodology. If these three do not total the eight, others such as Philosophy of Vocational Education may be counted as electives.

NOTE: Refer to the "Missouri Certification Standards for Cooperative Occupational Education Teacher-Coordinators" in the Appendix for additional details.

PROGRAM DEVELOPMENT

Planning for the Cooperative Occupational Education program should begin at least a year in advance. Contact the State Director of Marketing and Cooperative Education at the Missouri Department of Elementary and Secondary Education for dates to submit an application for program approval.

Briefly, administrative approval must be obtained for initiating a new program as well as adoption of necessary policies. Operational procedures need to be adopted. Occupational surveys of the community must be made and student interest determined. The curriculum may need to be determined and/or revised, and enrollment procedures should be identified.

The Cooperative Occupational Education program idea may be initiated by an interested vocational teacher, vocational directors, school administrators, and/or business and industry people.

The following steps are suggested in the planning process for the initiation of a Cooperative Occupational Education program.

Step 1. Determine need and feasibility

A. Request assistance in determining the need for the Cooperative Occupational Education program from the State Director of Marketing and Cooperative Education.

B. Contact key individuals among employer, employee, school, service organizations and other agencies regarding the advisability of establishing Cooperative Occupational Education program.

C. Appoint a steering committee (temporary advisory committee).

D. Have a steering committee meeting at which time the following points are emphasized:

1. Function of committee.
2. Objectives of proposed Cooperative Occupational Education program.
3. General knowledge of Cooperative Occupational Education program.
4. Proposed plan of action.

E. Conduct a student survey to determine student needs and interests (and to determine businesses that already employ students as part-time workers).

F. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data are:

1. Steering committee
2. Comprehensive human resource planning committee for local area
3. Chamber of Commerce
4. United States Census statistics
5. Service clubs
6. Labor groups
7. Counselors
8. Trade associations

9. School placement and follow-up officer

G. Determine whether the Cooperative Occupational Education program will fit into the total school program answering the following questions:

1. Are there sufficient physical facilities, room, and equipment available?
2. Can instructional materials be made available?
3. Can the school meet the requirements of the Missouri State Plan?
4. Are instructional personnel available in the occupational area?
5. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
6. How many students in the school are now employed?
7. What courses, if any, must be added for effective operation?

H. Determine whether it is feasible to offer cooperative occupational education using the following sources of data:

1. Student interest survey
2. Parent interest survey
3. School board recommendations
4. Guidance counselor recommendations
5. Faculty recommendations
6. Employment data

I. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget.

Step 2: Initiate the Cooperative Occupational Education program.

A. Select and hire teacher-coordinator(s).

1. Determine the number of part-time and/or full-time teacher-coordinators required.
2. Recruit for qualified teacher-coordinator(s)
3. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator answering the following questions:

a. Does the teacher-coordinator have the required professional and technical training for the Cooperative Occupational Education program?
b. Does the teacher-coordinator have the required occupational experience?
c. Does the teacher-coordinator have a deep interest in students?
d. Does the teacher-coordinator believe in the Cooperative Occupational Education program and the need for it in the school and community?
e. Will the teacher-coordinator be respected as a teacher and a faculty member by pupils and faculty?
f. Will the teacher-coordinator be respected by members of the employment community?
g. Will the teacher-coordinator be an active participant in school and community affairs?

h. Does the teacher-coordinator have a commitment to keep up with changes in the field?

B. Develop Cooperative Occupational Education operational plan.

1. Decide upon the type(s) of school/work pattern.
2. Study lead-in courses which students may have taken and identify prerequisites.
3. Determine credit hours for the related class and on-the-job experiences.
4. Specify how the students' grades will be determined for both the related instruction and the on-the-job experiences.
5. Describe characteristics of students to be served.
6. Identify occupations for which training will be given.
7. Provide space, classrooms, telephone, office, instructional materials, etc.
8. Plan the appointment of an advisory committee.
9. Inform school faculty of Cooperative Occupational Education program objectives and how it will operate.
10. Inform parents about Cooperative Occupational Education program.
11. Identify individual students who would benefit from and be interested in Cooperative Occupational Education program.

Step 3: Begin Cooperative Occupational Education Program

A. Review planned budget and make recommendations for any needed revisions.

B. Continue to work with the steering committee.

C. Interview and obtain additional information on potential students.

D. Recruit and select students who qualify for Cooperative Occupational Education program.

E. Arrange with employers for placement of students at training station.

F. Hold orientation sessions for perspective students.

Determining The Need For The Program

When justifying the Cooperative Occupational Education program, the school should first establish the fact that the program will serve the needs of students in the school. This implies that any justification of the program should take into account data concerning a wide range of individuals and their needs. The following may be used to justify the initiation of a Cooperative Occupational Education program.

Follow-up Studies. Conduct follow-up studies to show the employment histories of graduates and dropouts. It is important to know what positions all graduates have held and what problems they have had in making a satisfying and satisfactory occupational adjustment. Factors which may justify initiating the cooperative industrial education program are:

1. Periods of unemployment after leaving school

2. Series of unrelated entry level jobs

3. Sub-minimal incomes relative to costs of living

4. Expressed needs for training that could have been met through the Cooperative Occupational Education program

5. Occupations performed which are best learned through the Cooperative Occupational Education program

If it can be shown that the unmet needs of graduates and dropouts could have been served by the Cooperative Occupational Education program, a school has justification for initiating the program. It is essential that follow-up studies contain reliable and valid data and that information be obtained from students who left school one, three, and five years prior to the time of the follow-up.

Needs of Students. There are a number of factors and methods to consider when determining the interests and needs of students within the school. Presumably, students have had some exploratory occupational education and have developed some criteria for planning their own vocational development.

The following factors should be considered in justifying the need for Cooperative Occupational Education:

1. Students' career plans and interests

2. Students' plans for further education

3. Students' interests in occupations for which training can be provided

4. Students' needs to work in order to remain in school or while obtaining further education

5. Students' type of part-time employment, hours worked, and income earned

6. Students' perceived relevance of schools' offerings for personal needs

In addition to the information obtained directly from students, other faculty members are able to provide information of value in justifying the needs for Cooperative Occupational Education. Through their association with students, other faculty know which students would benefit from practical learning experiences and where the students are likely to have strengths and weaknesses.

The teacher-coordinator needs to work closely with the vocational faculty and the general faculty in developing positive attitudes toward the Cooperative Occupational Education program because their support is vital to the success of the program.

Needs of Early School Leavers. Early school leavers represent former students whose needs were not met by their previous educational experiences. Therefore, attempt to analyze

their needs. Cooperative Occupational Education program have shown promise as a plan suitable for school leavers who had been formerly motivated to abandon school for employment prospects and who may be currently frustrated by a lack of specialized occupational training or even by deficiencies in basic skills.

Determining Occupational Need For The Program

Employer interest and support must be measured very early in the planning because without them the Cooperative Occupational Education program cannot exist. Employers must perceive the program to be a source of potential trained employees for full-time positions and an opportunity to fulfill a social obligation rather than a way of getting cheap part-time help. The training must be for occupations "susceptible to promotion and advancement" and "related to existing career opportunities." Therefore, the following kinds of information should be obtained from employers:

1. Number who can provide suitable training
2. Number and kinds of occupations in the community
3. Potential short- and long-range needs for trained full-time employees.
4. Training needs for particular occupations or for competency areas
5. Number of students for who employers could adequately provide learning experiences
6. Number willing to provide training, even though full-time employment opportunities in their organization are limited.

Surveys of Employer Interest. In establishing the needs for a Cooperative Occupational Education program, a thorough inventory of employer interest is essential. Before assessing their potential participation, employers must be informed of the purpose of the program, its advantages, and their role in its operation. Thereafter a more formalized survey would establish the fact that employers are committed to the objectives of the Cooperative Occupational Education program and are ready to cooperate in the training.

NOTE: Refer to the form "Guide for Submitting Applications for Expanding and New Regular Vocational Programs" in the Appendix for additional information.

INSTRUCTIONAL PROGRAM

The Cooperative Occupational Education (COE) instructional program offers preparation for employment in a variety of occupational areas. COE programs may operate either as a two year program or a one-year senior level course offering.

If offered as a two year program, the following sequence of courses are provided:

Course title: Cooperative Occupational Education-1

Description: An instructional program designed to meet the occupational preparation through instruction in a classroom setting. Specifically, cooperative occupational education offers instruction with the primary goal of preparing individuals for entry, adjustment and advancement in a variety of occupations. It may serve as a prerequisite for COE-2. Offered the junior year.

Course code number: 04003

Type of certification: COE

Type of credit: Elective (one unit for a year long class, for one period per day)

Prerequisite: None required

Course Title: Cooperative Occupational Education-2

Description: An instructional program designed to provide specialized occupational instruction in conjunction with Supervised Cooperative Occupational Education Employment. Offered the senior year.

Course code number: 040004

Type of certification: COE

Type of credit: Elective (one unit for a year long class, for one period per day).

Prerequisite: COE-1

Course Title: Supervised Cooperative Occupational Education Employment

Description: Students are placed in a training station that directly contributes to the development of the competencies necessary for successful employment in an occupational field. Must be concurrently enrolled in COE-2.

Course code number: 040081

Type of certification: COE

Type of credit: Elective (one to two units for either one or two periods per day for year long employment).

Prerequisite: COE-2 enrollment

If offered only as a single, senior only, course offering, then the Cooperative Occupational

Education - 2 class and the supervised Cooperative Occupational Education Employment is provided.

Students, upon completion of the course, are granted one unit of credit; thus if the COE program is a two year program, the student could earn two units of credit for completing COE-1 and COE-2. In addition, one hour of credit is awarded for the supervised employment if the student averages ten hours of on-the-job training per week. An additional one unit of credit may be earned for supervised employment if the student averages twenty hours of on-the-job training per week. The maximum number of units of credit a student may earn in one year is three (one for completion of the course and two for the supervised employment). Based upon satisfactory performance, students may earn a separate grade and credit for both the classroom and on-the-job training activities. In some situations, a single grade and credit may be awarded for both the classroom and on-the-job training activities.

Occupational Codes for Supervised Employment in COE

Students in the Cooperative Occupational Education program have selected the program to prepare for a variety of occupational areas. The training station in which students are placed as a part of the supervised employment phase of the program must be appropriate for the occupational category of the Cooperative Occupational Education program. Since the COE program includes such occupational areas as agribusiness, office, marketing, health, and trades a variety of occupational codes can be utilized.

The Classification of Instructional Programs (CIP) designates occupational fields by code numbers. Placements for COE programs are usually designated by the following codes (these are listed by major occupational areas):

01.00 Agribusiness and Agricultural Products
- 01.01 Agricultural Business and Management
- 01.02 Agricultural Mechanics
- 01.03 Agricultural Products and Processing
- 01.04 Agricultural Services and Supplies
  - Agricultural Supplies Marketing
  - Animal Grooming
- 01.06 Horticulture
  - Floriculture
  - Greenhouse Operation and Management
  - Landscaping
  - Nursery Operation and Management
  - Turf Management

07.00 Business and Office
- 07.01 Accounting, Bookkeeping, and Related
- 07.02 Banking and Related Financial Programs
  - Credit Collections Clerk
  - Insurance Clerk
  - Teller
  - Transit Clerk
- 07.03 Business Data Processing
  - Business Computer and Console Operation
  - Business Data Entry Equipment Operation
  - Business Data Programming
- 07.06 Secretarial

Stenographic
Word Processing
07.07 Typing, General Office
Clerk-Typist
General Office Clerk
Receptionist and Communications
Systems Operation

08.00 Marketing
08.01 Apparel and Accessories Marketing
08.02 Business and Personnel Services Marketing
08.03 Entrepreneurship
08.04 Financial Services Marketing
08.05 Floristry, Farm and Garden Supplies Marketing
08.06 Food Marketing
08.07 General Marketing
08.08 Home and Office Products Marketing
08.09 Hospitality and Recreation Marketing
08.10 Insurance Marketing
08.11 Transportation and Travel Marketing
08.12 Vehicles and Petroleum Marketing

17.00 Allied Health
17.03 Medical Laboratory Technologies
Clinical Laboratory Aide
17.04 Mental Health/Human Services
Community Health Work
Home Health Aide
17.05 Miscellaneous Allied Health Services
Central Supply Technology
Medical Assisting
Medical Office Management
Medical Records Technology
Veterinarian Aide
Ward Clerk
17.06 Nursing Related Services
Geriatric Aide
Nursing Assistant

46.00 Construction Trades
46.01 Brickmasonary, Stonemasonary, and Tile Setting
46.02 Carpentry
46.03 Electrical and Power Transmission Installation
46.04 Miscellaneous Construction Trades
Building Maintenance
Concrete Planking and Finishing
Drywall Installation
Painting and Decorating
Plastering
Roofing
46.05 Plumbing, Pipefitting, and Steamfitting

47.00 Mechanics and Repairers
47.01 Electrical and Electronic Equipment Repair
47.02 Heating, Air-Conditioning, and Refrigeration Mechanics

47.03 Industrial Equipment Maintenance and Repair
47.04 Miscellaneous Mechanics and Repairers
Gunsmithing
Locksmithing and Safe Repair
Musical Instrument Repair
Audio-Visual Equipment Repair
Shoe and Boot Repair
Watch Repair

47.06 Vehicle and Mobile Equipment Mechanics and Repairers

48.00 Precision Production
48.01 Drafting
48.02 Graphic and Printing Communications
48.03 Leatherwork and Upholstering
48.04 Precision Food Production
48.05 Precision Metal Work
48.06 Precision Work, Assorted Materials
48.07 Woodworking

In addition to the above CIP codes, Cooperative Occupational Education programs can serve students in other occupational areas which may not be classified in these codes.

Curriculum for Cooperative Occupational Education

It is generally thought that the most effective vocational training consists of a combination of classroom and on-the-job instruction. Cooperative Occupational Education (COE) includes related classroom instruction that is delivered concurrently with the on-the-job instruction.

Related instruction associated with COE may be classified according to two major types--general related and specific related instruction. General related instruction includes those units identified in the Missouri Core Curriculum for Cooperative Occupational Education:

Career Research and Planning
Computer Awareness
Employment Orientation
Human Relations
Income Management
Insurance
Job Application and Interview
Leadership Development
Legal Responsibilities
Private Enterprise Economics
Occupational Communications
Occupational Mathematics
Occupational Safety
Social Security
Tax Responsibilities

NOTE: Refer to the "Cooperative Occupational Education Core Curriculum" in the Appendix for a listing of competencies under each unit identified.

These topics are important for all workers to know in a private free enterprise system; whereas, specific related instruction includes topics that tend to make an individual more

proficient in one occupational area. For example, auto mechanic trainees would be receiving specific related instruction if they were learning about such things as front end alignment, electrical systems, power trains, brakes and exhaust systems. They would, however, be receiving general related instruction if they were learning about such topics as relationships on the job, safety, managing money and other topics (identified in the Missouri Core Curriculum) that would be valuable for all workers to know. Specific related instruction is sometimes referred to as technical, occupational or job related instruction.

Specific related instruction should be correlated with on the job instruction and should be based on:

1. the needs of students being served,
2. the requirements of the occupations, and
3. the goals of the program.

The instruction should be planned for the purpose of providing:

1. career education,
2. personal and/or on-the-job instruction, and
3. occupational development

Planning Specific Related Instruction

Two important characteristics of specific related instruction are that it should be individualized and correlated with the on-the-job instruction. This is important because there will be many different occupations represented in the related class, and even students who are training in the same occupation are not likely to be working in the same area at the same time.

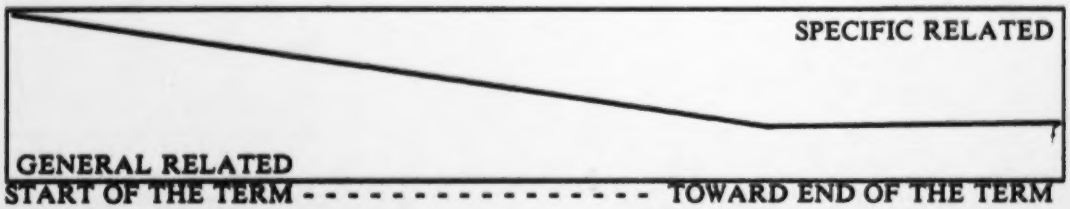
Specific related instruction that is delivered as close to the time when the trainee will need the information on-the-job will be more effective. Specific related topics are identified during the time when the COE teacher-coordinator and training sponsor are developing the Instructional Management Plan (IMP) and determining occupational specific tasks that the student will be engaged in at the training station.

Obviously, COE teacher-coordinators may not be knowledgeable about all occupations that are represented in their classes. Fortunately, high quality individualized curriculum guides have been developed for virtually all occupations. The COE teacher-coordinator's task, therefore, is to obtain necessary specific related curriculum guides for the occupations in which students are placed.

Most specific related study guides for COE contain teacher's guides, programmed or individualized student booklets, a list of needed reference materials, tests, and answer keys. COE teacher-coordinators normally work to develop a collection of specific related instructional materials for occupations that may be used by currently enrolled or prospective COE students.

Organizing COE Curriculum and Instruction

The following strategy for organizing general and specific related COE instruction is generally accepted:



The strategy suggests that more general related information be presented at the beginning of a COE class, and increasingly more specific related instruction be presented as the class progresses. Some would suggest that, after the semester has been in session for a few months, a 1 to 4 ratio between general and specific related instruction respectively should be achieved.

Delivering COE Specific Related Instruction

It is not unusual for each student in a COE class to be working on a different topic or project at the same time. Because of this phenomenon, individualizing related instruction becomes imperative. The COE teacher-coordinator must become a classroom manager/facilitator.

Evaluating COE Specific Related Instruction

COE teacher-coordinators are responsible for evaluating student performance in related classes and submitting grades that represent student achievement. When students are involved in lock-step programs in which all students learn the same thing at approximately the same time, evaluation is much simpler.

COE curriculum plans that include ONLY general related topics frequently utilize the traditional evaluation mode to determine where students fit under the so-called normal curve of distribution. COE specific related instruction would be more compatible with a pass/fail grading system rather than a system of letter grades, but because of the need for class rank and grade point averaging, the pass/fail system is seldom used.

The approach to the tasks of evaluation taken by many COE teacher-coordinators is to consider the two types of instruction (general and related) separately. General instruction is frequently evaluated using the traditional test mode; whereas, the specific related instruction is judged by considering the amount of effort expended and the quality of each student's work.

Evaluation of COE students on specific related curriculum should relate more to assessing student growth in meeting stated outcomes than it does to determining numbers of units completed. To achieve this ideal, COE teacher-coordinators may have to give up some of the security inherent in using evaluation techniques that are based on well defined grading systems.

Coordinating the General/Specific Curricula, IMP, and VSO (VICA & DECA)

To ensure that the Cooperative Occupational Education program is meeting the needs of the students, the COE teacher-coordinator must have a curriculum plan that incorporates general related instruction (Missouri COE Core Curriculum); specific related instruction for each student; Instructional Management Plans that specifies application experiences related to both the general related curriculum, specific related curriculum and specific occupational

tasks; and the incorporation of the vocational student organization (VICA & DECA) into the instructional process.

Lesson plans of the COE teacher-coordinator need to reflect the four components of curricula in the program. A typical unit of instruction (general related) would be supplemented with specific related instruction and IMP learning applications for both the general related and specific related instruction that would be utilized. VSO activities can be incorporated into the classroom instruction or as a learning application for the IMP.

COOPERATIVE EDUCATION COMPONENTS

Cooperative education is a method of instruction for Cooperative Occupational Education students whereby students receive on-the-job training which contributes to the over-all instructional program. The instruction, through written agreement between school and employer, is a contribution of study in school with employment in a selected occupation. The related instruction and paid on-the-job experiences are planned and supervised by the COE teacher-coordinator and employers so that each contributes to the student's education and to his/her career objective. Quality program components include the following aspects:

Training Station

The training station is the term used to identify the place of COE student employment. The training station is an extension of the school; it is the community laboratory for the program. Success for the Cooperative Occupational Education program depends upon the quality of the training station; therefore only those companies and industries who maintain high standards should be utilized as training stations.

It is essential that firms selected to train Cooperative Occupational Education students have high ethical standards in dealing with their clientele and their employees. Some of the policies and practices to consider in selecting suitable training agencies are: (a) wage scales in relation to those paid for similar occupations in the community; (b) relationships with labor groups and other employers, and with customers and clients; (c) work standards and efficiency of operation; (d) hiring, promotion, and dismissal practices; (e) working conditions and employer concern for well-being of employees; (f) credit record and financial stability; and (g) support of community activities and welfare.

Training Sponsors

The person in the training station who is responsible for the day-by-day instruction of the COE student is designated as the training sponsor. The training sponsor should have technical competencies in the jobs to be taught.

They should have the ability to adapt job instruction to the learning style and capabilities of the student. They should be skilled in human relations and be sensitive to the students' needs for recognition, guidance, and direction. The training sponsor's ethics and work habits should serve as a model for the student to emulate.

The training sponsor should be willing to work with the teacher-coordinator in planning on-the-job learning experiences and related classroom instruction and in evaluating student progress.

Training Agreement

The training agreement enumerates the specific responsibilities of each party involved in the COE program. It is signed by the employer (or training sponsor), the student, the parent or guardian, and the teacher-coordinator. Each party signing the training agreement should receive a copy. Although the training agreement is not a legal document, it serves as an "informal agreement" which, except for just cause, should be honored by all parties involved.

The following topics are usually included on the training agreement:

1. The purpose of the training agreement;

2. The career goal of the student;
3. The duration of the training period;
4. The minimum and maximum hours of work;
5. Wage agreement;
6. School credit to be earned by the student;
7. Employer responsibilities
8. School and teacher-coordinator responsibilities;
9. Parent responsibilities;
10. Student responsibilities.

Instructional Management Plans

Underlying the concept of Instructional Management Plans (IMP) is the correlation between the curriculum of the Cooperative Occupational Education program and sequenced application experiences for the student-learner. The IMP serves as a master plan for the teacher-coordinator, training sponsor, and student-learner. The development of the IMP for any Cooperative Occupational Education student-learner should focus on the student-learner's stated career objective. The student-learner's career objective provides for the relevant instructional discipline of curriculum knowledge to be established. It is from this curriculum base that the IMP is formulated.

Application experiences are those activities designed to assist the student-learners in reaching their career objectives. This includes classroom, on-the-job, and vocational student organization activities. Although the Instructional Management Plan ordinarily lists the on-the-job learning activities in reference to an outline of classroom instruction, a complete Instructional management Plan will have specific tasks of the student-learner's part-time job which are important learning experiences and should be detailed on the IMP. However, if the student-learner is to obtain experiences in related job tasks and in experiences that will prepare him/her for advancement, it is necessary to design application experiences that both the training sponsor and the student-learner feel are appropriate and feasible. Some of these application experiences may involve observation of the job, interviews with the manager or other employees, and/or consultation with the training sponsor to obtain information. Writing the report of such observations and interviews may be done at home, or at times, in the classroom, but the activity should be specified as on the job because the training station or job is the source of the information.

At the beginning of the cooperative arrangement, the teacher-coordinator should share the plan of instruction (curriculum) with the training sponsor, perhaps even sharing with them the student's textbook and anticipated application experiences. In many instances the training sponsor may be helpful in designing application experiences that would be more directly feasible and practical within a specific occupational area. Periodically, the teacher-coordinator while on coordination visits, should advise the training sponsor what competency areas will be covered in the next period of instruction and the application experiences the student-learner will be working on. Classroom instruction and on-the-job experiences can be organized into a truly cooperative education experience if the student-learner can use their on-the-job experiences in the classroom and if the employer can be involved in their "employee's" classroom activities.

The use of the Instructional Management Plan by Cooperative Occupational Education teacher-coordinators within their programs should provide application experiences for the student-learner that will provide a better insight into the occupational area, the job, and develop job skills by the individual student-learner.

Evaluation

Periodic evaluation of a COE student's performance at the training station serves many purposes: it is used as a measure of achievement and progress, as an important component in determining a grade for one or more units of school credit, and as a method of determining further training.

Emphasis during evaluation should be placed on the application experiences outlined in the Instructional Management Plan, general worker traits, and critical technical competencies of the student. Rating forms that are filled in by employers (training sponsors) are the most common type of evaluation device for collecting information regarding the student in the three areas.

In order to obtain valid and reliable ratings, the teacher-coordinator should meet with the training sponsor to complete the rating form. During this visit, the teacher-coordinator can solicit constructive suggestions as well as determine additional application experiences for the student's IMP or new technical competencies that the student will be learning.

Student Records

The teacher-coordinator has the responsibility for maintaining records of each student enrolled in the Cooperative Occupational Education program. Typical information collected are absence and tardiness records, students' work hours, wages paid, vocational student organization participation, and others.

In collecting earnings information (hours and wages), it is recommended that the teacher-coordinator either maintain a file of paycheck stubs of the student or that a system be developed where the teacher-coordinator verifies this information periodically. This information is needed to certify employment and hours worked by the student to designate the number of school credits that the student may be enrolled for in the program.

Further information regarding cooperative education guidelines and related forms/examples can be found in the Appendix.

VOCATIONAL STUDENT ORGANIZATION

VICA (Vocational Industrial Clubs of America) and DECA (Distributive Education Clubs of America) are the vocational student organizations associated with the Cooperative Occupational Education program. The local VICA/DECA chapter can be a valuable tool in helping students mature and choose a career wisely. Students enrolled in the Cooperative Occupational Education program, like those in all vocational education, should have the opportunity to develop abilities in leadership, scholarship, citizenship, and cooperation; improve self-confidence; and participate in civic, social, and recreational activities. They should be encouraged to join the vocational student organization.

The Cooperative Occupational Education program teacher-coordinator serves as the advisor of the local VICA/DECA chapter. The teacher-coordinator should assist with all activities. In addition, certain vocational student organization activities should be correlated with the related instruction activities. Since the COE program serves a variety of occupational areas, the COE teacher-coordinator should affiliate with both VICA and DECA to ensure that students are allowed the fullest opportunity to participate on district, state and national levels. It is suggested that a local chapter be formed under one title and function as one cohesive unit, but that students are provided access to the VSO that meets their selected occupational objective.

Integrating the VSO with the COE program

Local vocational student organization activities and projects, when properly planned and conducted, may be integrated effectively with the instructional program. They strengthen classroom, laboratory, and training station instruction. Local chapter activities can provide some real-life learning experiences that contribute to the total development of the students and are activities which usually cannot be replicated in the other components of the total instructional plan.

An active vocational student organization provides additional opportunities for students to prepare for careers. Also, members develop leadership and interpersonal skills as they engage in individual and group activities; hold offices and direct the affairs of the group; work with representatives of other student organizations; and compete with other students on the local, state, and national levels. Students may have an opportunity to travel to state and national leadership conferences. Students may also visit other chapters, tour organizations, and establish contact with successful individuals from business and industry.

The variety and number of vocational student organization activities and projects depend to a large extent on the ingenuity and vision of the students and the teacher-coordinator. In determining projects or activities, however, consideration should be given to the value that the project or activity will have for each student.

Vocational student organization activities are usually classified under five general groupings. When properly conducted, activities under these headings strengthen the instructional plan of the Cooperative Occupational Education program.

Professional Activities

The local vocational student organization contributes to the professional improvement of students through meetings where guest speakers, demonstrations, panel discussions, films, and similar presentations related to the industrial occupational field are featured. Field trips are frequently conducted in connection with topics studied in class.

The annual employer-employee appreciation event brings together those students, school officials, and business and industrial leaders closely associated with the Cooperative Occupational Education program.

Competitive events are also considered professional activities. They stimulate student interest in improving career-related knowledge and skill and emphasize the importance of learning through preparation and participation. Individual achievement is recognized at local, district, state, and/or national levels.

Civic Activities

These activities are conducted by many student organizations to serve the school and the community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other community-wide events. They are frequently conducted in cooperation with local business and industrial organizations, school organizations, and civic groups.

Service Activities

Some activities emphasize the need for sharing with others. Projects are frequently designed to coincide with holidays such as Thanksgiving and Christmas.

Social Activities

Social activities are often integrated with professional activities such as an annual employer-employee appreciation event, although the primary purpose and character of the function is professional in nature. Good social skills contribute to employability and employment, particularly when community leaders are invited to participate with the vocational student organization.

Financial Activities

Fund-raising activities (where permitted) are needed to support the financial obligations of the vocational student organization such as expenses for delegates and committee members, travel funds, field trips, professional and social meetings, and communications. .

Starting A Local Vocational Student Organization

The first step in initiating a local vocational student organization, should be to contact the State Advisor. The Missouri State VICA or DECA Advisor can be contacted at the following address:

Department of Elementary and Secondary Education
Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102

The following steps and suggestions can be used to organize local vocational student organization and develop its program of activities:

1. Consult the principal or vocational director on local school rules and regulations governing clubs.

2. Order an official handbook from national headquarters.

3. Gain interest among key students; visit an established local chapter.

4. Put the "Committee to Organize" to work. They should:

   a. Become familiar with basic documents and promotional materials of the organization.
   b. Order necessary promotional materials to carry out a membership campaign.
   c. Write a tentative constitution.
   d. Plan an organizational meeting of potential members.
   f. Plan the first elections.
   g. Discuss "Should we organize?"
   h. If the group decides to organize, review the constitution developed by the "Committee to Organize."
   i. Vote on constitution ratification or set a voting date.
   j. Close meeting by affirming intention to organize and with a statement of teacher/advisor support.

5. Kick off the membership campaign; begin to collect dues (set a deadline for dues in terms of the officer elections).

6. Conduct elections.

7. Hold meeting with newly elected officers. First item of business is to petition the state association for a charter. Membership dues should be submitted to the state association. The state association forwards national dues to the national office. Use parliamentary procedure.

8. President should appoint certain committees so the organization can begin to function.

   1. Program of Activities
   2. Finance (budget and fund raising)
   3. Public Relations
   4. Social
   5. Community Service
   6. Special Committees to carry out specific activities related to the vocational program (Christmas Dance, Employer Banquet, etc.)

9. Plan program of activities.

10. Secure the necessary equipment and materials for conducting meetings and carrying out activities.

11. Be sure each organization member is functioning as a committee chairperson or member.

ADVISORY COMMITTEE

An advisory committee for the Cooperative Occupational Education program serves as an organized base for two-way communication between the teacher-coordinator and representatives from the business/industry community. The committee's function is to advise and assist the local program on matters pertaining to the instructional program.

The activities of the advisory committee should center around the functions of occupational/community surveys, course content advisement, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources. These efforts generally are and should be focused on benefiting the students.

Organizing an Advisory Committee

Effective advisory committees are a result of planned and implemented organizational procedures. A series of basic steps for organizing an advisory have been identified and should be followed.

Step One: Obtain Permission to Organize.

A written request asking for authorization to organize an advisory committee should be submitted to the administration of the school. The request should be accompanied by statements of rationale, purpose, and organizational procedures.

Step Two: Selection of Members.

The teacher-coordinator and the appropriate administrator should develop a list of possible members for the advisory committee. The proposed members should be contacted to determine their willingness to serve.

The membership of the advisory committee should be representative of the occupational areas served by the Cooperative Occupational Education program and a cross-section of the community. The most effective number of individuals to have on an advisory is seven to ten members.

Step Three: Notification of Appointment

Members selected to serve on the advisory committee should be properly notified of their appointment. The letter of appointment should be from the school administrator and describing the importance of the committee and seeking each members active participation.

Step Four: Orientation of Members.

Members should be oriented to their responsibilities and tasks by the teacher-coordinator and administrator. This orientation should include a presentation about the program, program graduates and current students, current issues within the program, and employment situations.

Step Five: Selection of Officers

Usually two officers should be elected for the advisory committee: a chair and a vice-chair. The teacher-coordinator usually performs the role of "secretary" to the committee.

Step Six: Planning a Program of Activities

An annual program of activities should be developed by the advisory committee which includes components of a long-range plan as well as special issues to be considered during the current year. Advisory committees can also identify specific activities in which to participate every year.

Step Seven: Planning and Conducting Meetings

The responsibility for planning each advisory committee meeting rests with the chairman with assistance from the COE teacher-coordinator. The advisory committee should convene at least four times during the year-once every three months. A properly prepared annual program of activities will insure that a need exists for calling each regular meeting.

Developing a Program of Activities

In order to be effective, the work of the advisory committee must be structured. A list of activities should be developed for the advisory committee to considered and developed into a formal plan of activities for the year. The activities should then be incorporated into the agendas for each meetings.

The following is a list of possible activities which may be helpful in formulating a plan:

Manpower and training needs:

1. Assist in planning, conducting, and analyzing surveys in the community.
2. Assist in identifying new and emerging careers in the occupational field.
3. Assist in identifying training needs for specialized areas in the occupational field.
4. Assist in identifying appropriate occupational careers for the physically and mentally handicapped.

Career development:

1. Provide career information about all segments of the occupational field.
2. Participate in "Career Days," P.T.A. meetings, and civic club meetings to encourage young people to seek careers in the occupational field.
3. Arrange field trips for students and guidance counselors.
4. Assist in the development and field-testing of appropriate tests at job-entry and career levels.
5. Assist in occupational analyses, showing critical tasks and competencies of jobs in a career-continuum.
6. Assist in determining standards for selection of students.
7. Assist in determining the criteria for selection of training stations.

8. Assist in developing training agreement forms.

9. Assist in placing students in part-time jobs during the summer and during the school year.

10. Assist in placing graduates.

Curriculum:

1. Assist in the development and review of course content.

2. Evaluate sample Instructional Management Plans for students in the cooperative plan.

3. Evaluate proposals for curriculum patterns in the local school.

4. Assist in selection of texts and reference materials.

5. Donate or obtain donations of trade journals, training materials, and illustrative materials.

6. Recommend appropriate instructional materials.

7. Loan films, materials, and other instructional aids.

Training facilities, equipment and materials:

1. Lend support in justifying the need for program, laboratory facilities.

2. Evaluate layout of program facilities

3. Assist in obtaining selected equipment and supplies through loans and gifts.

4. Assist in developing specifications for equipment.

The instructional staff:

1. Provide career experiences for instructional personnel.

2. Provide financial assistance for instructional personnel to participate in appropriate state and national professional/technical conferences.

Public relations:

1. Arrange for presentations by the teacher-coordinator and students before civic and business groups.

2. Arrange for presentations concerning the program on local television and radio.

3. Provide articles concerning various phases of the program to appropriate trade publications.

4. Appear before the school board and other agencies concerned with the

program to report on the progress and the problems of the program.

5. Appear before legislative groups in support of legislation affecting the program and vocational-technical education.

Evaluation:

1. Assist in determining standards of evaluation.
2. Serve as judges in VSO competitive events.
3. Analyze results of follow-up studies of program graduates.
4. Assist in evaluation of adult program offerings.
5. Evaluate effectiveness of the program.
6. Review evaluative instruments to evaluate certain phases of the program (*e.g.*, Progress reports, Follow-up studies, etc.)

Operation:

1. Assist in establishing local immediate and long-range goals for the program.
2. Review proposed program of activities.
3. Review budget requests to support proposed program of activities.
4. Assist in determining instructional fees for high school students.
5. Analyze need and approve plan for fund-raising activities to support certain VSO functions.
6. Assist in determining hours of work for students.

For additional assistance or information on advisory committees, contact:

Executive Director
Missouri Advisory Council on Vocational Education
P.O. Box 545
Jefferson City, MO 65102
(314) 751-4384

FACILITIES, EQUIPMENT AND RESOURCES

The facilities, equipment and resources needed for the operation of the Cooperative Occupational Education program are similar to those of other educational programs in the school. However, the vocational nature of the program requires that additional consideration be given to the function of the classroom, office space for the teacher-coordinator, equipment, and instructional resources.

Facilities

The Cooperative Occupational Education classroom environment should be of sufficient size, quality and arrangement to meet the instructional objectives of the program. Typically, the classroom includes student desks or tables, a podium, and an area for small group instruction and simulations.

Depending on the department size, class size, and availability of space, the classroom will or could fall into several categories: general classroom, multi-use classroom, and classroom with separate lab room.

The facility should be equipped with proper lighting, appropriate electrical outlets, proper ventilation, and climate control. This is especially important if computers are housed in the room. If computers are in the general classroom, proper placement of outlets, air ducts, windows and lighting become critical. A partitioned or secured area for the computers is advisable.

If the classroom facility serves as a lab, a clean-up area with a sink, a work space with working tables, and/or counter and storage areas for lab materials are important. When a separate lab room in addition to the classroom is available, the room should include a work area or work stations, sink, storage and file areas, and computer stations.

Among other facilities and equipment necessary to implement an effective Cooperative Occupational Education program are a teacher's office equipped with desk, typewriter and/or microcomputer with printer, file cabinets, and telephone. The private office is important for counseling students, interviewing students or employers, and making confidential phone calls to employers.

Equipment

Audio-visual Equipment: Standard classroom equipment includes a filmstrip projector, 16mm projector, cassette player, overhead projector, and screen. The increasing availability of quality videotape educational materials makes a VCR unit (camera, recorder/player, microphone system, monitor) a practical and effective addition to the Cooperative Occupational Education classroom. The recording capabilities associated with the VCR unit are useful in reviewing demonstrations and role-playing simulations, and increases the effectiveness of these teaching techniques. These items may be part of a central check-out system within a school rather than being housed within the classroom.

Standard Furnishings: An all-inclusive list of furnishings and equipment for the program is impossible. However, the following items should be considered minimums.

Tables and chairs
Teacher desk and chair
File cabinets

Storage cabinets
Bookcases for office and materials reference area

Subject-Area Specific Equipment: Assuming the classroom is equipped with standard audio-visual equipment and furnishings, the program should have the following subject-area specific equipment and materials:

Microcomputers with printer and software
Typewriters
Calculators
Cutting/drafting tables
Paper cutter

Instructional Resources

The Cooperative Occupational Education program has many of the same instructional needs as other programs in the school as well as specialized needs. Basic instructional resources include student textbooks for the general-related phase of the curriculum. The current textbook recommended by the State Curriculum Team, composed of classroom teachers, is Succeeding in the World of Work by Kimbrell and Vineyard published by the Glencoe book company.

Instructional resources for the specific-related phase of the curriculum include individualized curriculum guides for the various trade and industrial occupations for which the students are preparing for the program. These curriculum guides usually have to be updated yearly to take into account the new occupational areas students may wish to enter and to accommodate the up-dating of information within a particular occupational area. In addition, supplementary resource materials such as magazines, newspapers, and guidance materials are needed for the program.

To aid teacher-coordinators of Cooperative Occupational Education, the Marketing and Cooperative Education section of DESE maintains a film library housed at the University of Missouri-Columbia which provides a free film loan program. Catalogs for this program can be obtained from the following:

Missouri Resource Center
10 London Hall
University of Missouri
Columbia, MO 65211
(314) 882-9610

Other resources needed for the efficient operation of the COE program includes an instructional budget that can be used for stationary, stamps, envelopes, duplicating paper, card files, floppy disks, computer ribbons, the printing of forms and brochures, and such activities.

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) and State vocational funding allow for the purchase of equipment and instructional resources for the program. Matching dollars for equipment purchases may be requested through the Department of Elementary and Secondary Education, Division of Vocational and Adult Education, by submitting Form FV-4 (see copy in Appendix). If the application is approved, the local education agency may then purchase the equipment or instructional resources, and claim reimbursement by filing Form FV-2 (see copy in Appendix).

PROGRAM EVALUATION

Program evaluation is the task of making judgments about the worth or value of a Cooperative Occupational Education program. It primarily involves determining the extent to which previously established program objectives are being or have been attained.

The fundamental reason for evaluating COE programs is to seek program improvement. Educators have an obligation to insure that the educational process will deliver what is specified in the program objectives. In addition, when state and federal funds are expended, the need exists for local evaluations to obtain evidence of accomplishment and justification for the dollars spent.

State Vocational Program Evaluation

A state vocational program evaluation is conducted every five years. The teacher-coordinator, in consultation with administrative personnel of the school, completes a self-evaluative questionnaire prior to the date scheduled for an on-site evaluation by DESE professional staff. An evidence file, which contains supportive material for answers on the questionnaire, is prepared for the evaluation personnel.

Upon completion of the on-site visitation, an exit report is conducted with the administrative personnel of the school. This report is followed up by a written report citing the strengths and weaknesses of the program. In addition, compliance regulations are noted. Following the receipt of the written evaluation, the school district may respond to the criteria noted in the evaluation.

Major categories in the evaluation questionnaire are as follows:

1. Philosophy and Objectives of the program
2. Administration of the program
3. Staff
4. Instructional Methods and Resources
5. Facilities and Equipment
6. Placement, Follow-up, and Evaluation

In addition, a supplementary questionnaire for programs operating a cooperative education component must be completed. Categories included in this supplementary questionnaire:

1. Instructional program
2. Training stations
3. Training agreements and IMPs
4. Credit Awarded
5. Teacher-coordinator's schedule

NOTE: A copy of the "Evaluative Questionnaire" and "Supplementary Questionnaire" can be found in the Appendix.

Accreditation Evaluation

Many schools have some type of evaluation periodically to maintain accreditation and will have a team of evaluators review the entire school, analyze its strengths and weaknesses, and make recommendations for improvement. The National Study of Secondary School Evaluation is one accrediting agency which provides this service and has criteria for vocational education programs. A team of two to three persons who are considered to have

expertise in a vocational field evaluates the program on the following characteristics:

1. Organization
2. Nature of offerings
3. Physical Facilities
4. Direction of learning
5. Outcomes
6. Special characteristics
7. General Evaluation

Before the team makes its analysis, the teacher-coordinator makes an assessment of the program and what needs to be done to improve the operation.

Local Evaluation

In the absence of an external evaluation for accreditation purposes or one required by the State Department of Elementary and Secondary Education, a conscientious Cooperative Occupational Education teacher-coordinator who wants to improve the program may enlist the assistance of teacher-educators from state universities or colleges, advisory committee members or professional colleagues in the field to appraise the program. These individuals can provide valuable assistance in examining a program for improvement.

The teacher-coordinator should also conduct the following types of evaluations to ensure the relevancy and efficiency of the Cooperative Occupational Education program:

Program Graduates Follow-up: Within a specified period of time following completion of the program, a follow-up study of program graduates should be conducted to determine their employment status, additional training received after high school, and general attitudes toward the training they received while in the program. The suggested periods of time for follow-up of program completers is one, three, and five years after program completion.

Mastery of Course Competencies: An effective means of assessing student outcomes is through the use of a mastery level test of the core curriculum competencies. The major purpose of the mastery test is to discriminate between students who have fully mastered the competencies and the ones who have not. In addition, the teacher-coordinator can evaluate their instructional effectiveness within particular units of the curriculum.

Advisory Committee or Employer Evaluation of the Program: On a periodic basis, advisory committee members and employers of students in a program should be asked to evaluate the effectiveness of the program.

Student Evaluation: An anonymous year-end program evaluation should be given to students to elicit their attitudes, reactions, opinions, and recommendations relative to program objectives, teaching techniques, instructor effectiveness, etc.

Individual Student Evaluations by Employers: An effective means of assessing student outcomes is through the use of an evaluation of students by their employers.

LEGAL ASPECTS

The administrator and the Cooperative Occupational Education teacher-coordinator should be aware of the legal aspects related to program operations. Legal considerations provide guidelines for program operation and include a variety of factors from equal access through labor legislation.

Child Labor, Wage and Hour, Social Security, Workman's Compensation, Labor, Civil Rights, Occupational Safety and Health laws apply to students and the training stations where they are placed. The teacher-coordinator is expected to know these and other local, state and federal regulations that apply to the employment conditions of student-trainees.

If an employer refrains from complying with the law, the teacher-coordinator should discontinue the cooperative arrangement and seek another training station for the student. Failure to comply with legislation is damaging to the image of the program and, in instances where students' health or safety are impaired, makes the teacher-coordinator vulnerable to criticism, or even legal action. Problems of violations are best avoided by selecting suitable training stations and by drawing up a written training agreement which specifies conditions that insure compliance with regulations.

The teacher-coordinator should maintain a file containing information on legal matters so that sources can be quoted when legal questions arise. Teacher-coordinators should secure state and federal publications for themselves and for training stations. Matters in this area change rapidly. Where specific problems exist and the training sponsor seeks assistance from the teacher-coordinator, the teacher-coordinator should write to state and/or federal agencies to specify the condition and obtain answers, thus minimizing responsibility in legal suit.

The teacher-coordinator should use good professional practices designed to safeguard the welfare of the student-trainee. In addition, the teacher-coordinator must comply with current federal, state, and local laws affecting the employment of minors.

Equal Access

Bias on grounds of race, color, national origin, sex, and handicap is prohibited in vocational programs. These civil rights statutes and their implementing regulations apply to vocational education programs. Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, non-academic services, and health, welfare, and social services.

Employment Certificates

The employment of minors under 16 requires an employment certificate, generally known as a work permit. Blank employment certificates may be obtained from public secondary schools. Any student 16 to 20 years old is to provide some proof of age.

Occupations in Which Minors May be Employed

In general, employment of fourteen and fifteen year-old minors is limited certain occupations which do not interfere with their schooling, health, or well being.

There are a number of occupations in which older youths may not be employed. These usually involve occupational hazards or are jobs restricted under the Fair Labor Standards Act or the Child Labor Law.

Hazardous Occupations

In order to comply with the federal hazardous occupation regulations and to help guarantee the safety of the students, the teacher-coordinator must be familiar with the agricultural and nonagricultural (nonfarm) hazardous occupation orders.

The Fair Labor Standards Act provides a minimum age of eighteen years for any nonagricultural occupation which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for fourteen, fifteen, sixteen, and seventeen year-old persons, or detrimental to their health and well being.

Occupations declared to be particularly hazardous for minors between fourteen and eighteen years of age include, among many, jobs in or about plants manufacturing or storing explosives, coal mine occupations, logging and occupations involved in the operation of power driven woodworking machines, and occupations involved in roofing.

Minimum Wage

Teacher-coordinators and students must be aware of those occupations and businesses which are covered by the minimum wage laws. The following employees are covered by Federal Minimum Wage Law.

> All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the Act.
>
> A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and is--
>
> 1. engaged in laundering or cleaning of clothing or fabrics; or
>
> 2. engaged in the business of construction or reconstruction; or
>
> 3. engaged in the operation of a hospital; an institution primarily engaged in the care of the sick, the aged, the mentally ill or defective who reside on the premises; a school for mentally ill or defective who reside on the premises; a school for mentally or physically handicapped or gifted children; a preschool, an elementary or secondary school; or an institution of higher education (regardless of whether or not such hospital, institution or school is public or private or operated for profit or not for profit); or
>
> 4. comprised exclusively of one or more retail or service establishments whose gross annual income of sales or business done is not less than $362,500;
>
> (Any retail or service enterprise which has

annual gross volume of not less than $250,000 and which later ceases to be a covered enterprise as a result of increases in this dollar volume test must continue to pay its employees at least the minimum wage in effect at the time of the enterprise's removal from coverage, as well as overtime in accordance with the Act.) or

5. any other type of enterprise having an annual gross volume of sales or business done of not less than $250,000.

The dollar volume standard mentioned above in (4) and (5) excludes excise taxes at the retail level which are separately stated.

Any establishment which has as its only regular employees the owner thereof or members of the owner's immediate family is not considered part of any enterprise.

Federal employees are subject to the minimum wage, overtime, child labor and equal pay provisions of the Act. Employees of State and local governments are subject to the same provisions, unless they are engaged in traditional governmental activities, in which case they are subject to the child labor and equal pay provisions only. The Supreme Court has indicated that such traditional governmental activities include schools, hospitals, fire prevention, police protection, sanitation, public health, parks, and recreation.

Employees who are not employed in a covered enterprise may still be entitled to the Act's minimum wage, overtime pay, equal pay, and child labor protections if they are individually engaged in interstate commerce. These include--

(a) communication and transportation workers;

(b) employees who handle, ship, or receive goods moving in interstate commerce;

(c) clerical or other workers who regularly use the mails, telephone, or telegraph for interstate communication or who keep records on interstate transactions;

(d) employees who regularly cross state lines in the course of their work; and

(e) employees of independent employers who perform clerical, custodial, maintenance, or other work for firms engaged in commerce or in the production of goods for commerce.

Domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least $100 in cash wages in a calendar year from their employer or (2) work a total of more than 8 hours a week for one or more employers.

There may be times when student-learners will have to be employed at less than minimum wage in order to prevent a curtailing of employment opportunities. Teacher-coordinators must be familiar with required Subminimum Wage Certificate Requests (permits or certificates which enable an employer to employ a student-learner at subminimum wage), the processes of application, and the conditions governing the issue of the certificate.

The law provides for the employment of certain workers at rates lower than the statutory minimum under the terms of special certificates. Individual certificates are granted for students working part-time in employment related to courses they are studying in school and when such employment has been arranged by the teacher-coordinator of the Cooperative Occupational Education program in the school the student is attending. The employer must file a subminimum wage certificate request for each student they will employ from a Cooperative Occupational Education program at less than the minimum wage.

Department of Labor, Wage and Hour Publication 1343, Employment of Student Learners, explains that students employed on a part-time basis pursuant to a bona fide vocational training program may be paid at 75 percent of the current federal minimum wage. The local Wage and Hour Office of the Department of Labor can provide additional information regarding these provisions.

When this certification is used, remember that the equal pay provision prohibits wage discrimination on the basis of sex within an establishment. That is, when a company is subject to the minimum wage, employees of one sex must not be paid wages at rates lower than those paid employees of the other sex for equal work on jobs requiring equal skill, effort, and responsibility performed under similar working conditions.

Social Security

Cooperative Occupational Education students must secure a social security number. Teacher-coordinators should be familiar with the social security law and with the different social security programs before placing students in a training station.

Each employer is required to give the student-learner a copy of a W-2 form which includes a statement of social security contributions deducted from his/her pay, as well as the amount of wages and other contributions. This is done in January and also when the student stops working for that employer. Receipts show the amount of wages that count for social security. For most kinds of work, wages paid in forms other than cash--the value of meals or living quarters--must be included. For domestic work in a private household or for farm work, only cash wages count.

Most student-workers are entitled to benefits under the provisions of the Social Security Act. Major groups of persons not covered are government employees and employees of certain nonprofit organizations. The Social Security Act does not provide coverage for children employed by either parent if they are under 21 years of age.

Any student who is currently receiving Social Security benefits may earn only a specific amount each fiscal year. If you have such a student, check with the Social Security Administration office for up-to-date information on limitations.

Job Safety (OSHA)

Job safety and health on the job are dependent upon leadership by the employer, safe employment conditions and safe work practices by employees. If any of these items is missing, injuries are likely to occur. Accidents on the job may result in employee death or injury, property damage, production loss, and increased insurance rate, compensation, and other costs.

Public Law 91-596 known as the Williams-Steiger "Occupational Safety and Health Act of 1970" (OSHA) was created for the purpose of assuring safe and healthful working conditions. The provisions of this law apply to every employer with one or more employees engaged in a business affecting interstate commerce.

Basically, the Act requires employers to maintain employment conditions free of recognizable hazards causing, or likely to cause, death or serious physical harm. They also have to comply with all occupational safety and health standards, rules, or regulations issued pursuant to the Act. When Congress passed the Act, it provided that any state might set up and manage its own safety and health program only if it were "at least as effective as" the federal program. Otherwise, the federal government would enforce safety in the state.

Employers, chief executives of work teams, and teacher-coordinators must be willing to accept the responsibility for the occupational safety and health of their student-trainees. Employers must set the establishment's safety policies, stimulate safety awareness in others, and show their own interest if others are to cooperate in making conditions safe and healthful. Key people responsible for implementing the safety and health programs of training stations are supervisors. If supervisors are to fulfill their responsibilities they need appropriate authority, assistance, and support from management.

Worker's Compensation Insurance

Working conditions should be carefully evaluated in determining the suitability of training stations. The school has some responsibility for the health, safety, and job satisfaction of students in the Cooperative Occupational Education program. Placement of students in training stations where the environment is unpleasant or not in keeping with generally accepted standards for the occupation causes dissatisfaction on the part of students, parents, and others who expect the Cooperative Occupational Education program to maintain high standards. Some working conditions to consider in selected suitable training stations are:

1. Convenience of location with respect to the student being able to get safely to work from school and home within a reasonable period of time.

2. Healthful and safe working conditions.

3. Hours of work which allow the student sufficient time to keep up with school work, participate in recreation, and get adequate rest.

4. Adequate equipment and facilities to practice the occupation for which training is planned.

5. Compliance with local, state and federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations.

One of the foremost concerns of an employer is his/her liability for accidents involving employment of Cooperative Occupational Education students. The school administration must also be aware of exactly what its liability is for the programs it offers.

Nearly <u>all</u> employment in Missouri is covered by worker's compensation; there are some exemptions from the law. However, when an employer is required by law to provide compensation, and providing that the accident did occur on the job, this insurance covers the employer's full liability to employees for medical and hospital expenses as well as partial liability for loss of employee income. Worker's compensation is furnished and paid for by the employer; no deductions are withheld from the employee's wages for this coverage.

The teacher-coordinator may choose to be cautious about placing students with employers who may not carry workmen's compensation insurance or other comparable coverage for injuries incurred while on the job. The student-learner is a bona fide employee and therefore should be placed in firms where adequate employee accident insurance is provided by the employer. Private insurance companies may not deny insurance coverage to an employer because he has workers 16-18 years of age. If, however, the employer has a record of claims they may have to pay an assigned risk premium. These assigned risk premiums are not related to the age of the company's employees, but rather past history of injury claims.

Unemployment Tax

Unlike workmen's compensation insurance, Cooperative Occupational Education students are not covered under the provisions of the Missouri Unemployment Tax law. Employers are not required to pay Unemployment Tax during periods in which students are enrolled in the program (i.e. from the first day of the school year to the last day of the school year). Employees are required to file Unemployment Tax for periods when the student is not enrolled in the program, such as during summer months. In like manner, students are not eligible to claim benefits while enrolled in the program.

Targeted Jobs Tax Credit

Employers participating in Cooperative Occupational Education programs may be eligible for tax credits through the Targeted Jobs Tax Credit (TJTC) established by the Revenue Act of 1978 (P.L. 95-600).

The Act outlines the provisions for students participating in a qualified Cooperative Occupational Education program:

(1) The students to be served must be age 16 but not yet 19 who have not graduated from high school or vocational school; they must be enrolled in and actively pursuing a qualified cooperative education program.

(2) A qualified cooperative education program is a program of vocational education approved by state Board of Education and having a written cooperative arrangement between a qualified school and employers, related instruction (including required academic instruction), and work periods alternating between school and a job in any occupational field. Those two experiences are planned by the school and employer to contribute to the students' education and employability.

(3) A qualified school may be:

a. A specialized high school used exclusively or principally to provide vocational education to individuals who are preparing to enter the labor market.

b. The department of a high school exclusively or principally used for providing vocational education to persons who are preparing to enter the labor market.

c. A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available to study in preparation for entering the labor market.

d. A school which is not a public school shall be treated as a qualified school if it is exempt from taxes under Section 501 (a) of the Income Tax Code.

(4) Wage payments are made: The individual must be currently pursuing a cooperative education program and wages shall be counted only if the wages are attributed to the services performed while the individual meets the requirements of that program.

For additional information regarding the Targeted Jobs Tax Credit, contact either of the following:

a. Missouri Division of Employment and Security
b. State Director of Marketing and Cooperative Education
P.O. Box 480
Jefferson City, MO 65102

PROFESSIONALISM

The effectiveness of COE teacher-coordinators is dependent upon both the technical skill and knowledge of the discipline they bring to the classroom and the image they project to the varying audiences with which they deal. These audiences would include the advisory council, other professional educators, administrators, parents, students, support staff, and training station sponsors.

With all the minimum standards that apply to being an educator, there are some specialized areas of professional commitment which have proven to be important for successful COE teacher-coordinators. Among these commitments are:

1. Service to students and the profession
2. Continued emphasis on acquiring additional knowledge
3. Membership in professional organizations

Meeting the Missouri certification requirements should only be considered the first step to becoming a professional. Successful teaching experience must be coupled with an ongoing dedication to quality education in general and specifically, vocational education. This dedication is evidenced by continued effort to improve teaching practices, commitment to the growth of Cooperative Occupational Education as a specialized field, maintenance of ethical standards, and service to students, parents, the school and the profession.

Service to Students

Effective teachers believe that their most important function is to serve the needs of students. COE teacher-coordinators should:

1. Take responsibility for the success of their students.
2. Keep students task-oriented.
3. Set an example for their students.
4. Be good classroom managers.
5. Use a variety of instructional methods.
6. Program their students for success.

Service to the Profession

Service to the profession is difficult to measure but can be traced to many things. Professional teachers are:

1. Continuously keeping themselves current through reading professional journals and other publications.
2. Aware of the expectations of parents and administrators.
3. Receptive to change in the practice of teaching.
4. Conscientious and proficient in planning.
5. Dependable.
6. Generous in contributing their time and talent to the community and the profession.
7. Aware that their actions and ethical standards will impact on the program and their students.

Acquisition of Knowledge

There are several methods of improving teaching through acquiring additional

knowledge. The COE teacher-coordinator should continually strive to remain current and improve their individual knowledge base. Among the methods of doing this are: professional literature of the field, professional organizations, attendance at professional meetings and inservice activities, and enrollment at workshops, seminars, and classes provided through the universities and colleges of the state.

Professional Organizations

A profession is distinguished by the professional organizations which define the criteria for admission, lead in research and work for the continued growth of the profession. The Cooperative Occupational Education teacher-coordinator should be a member of the following organizations:

AMERICAN VOCATIONAL ASSOCIATION (AVA): The AVA, the largest vocational association in the country, is committed to serving all vocational educators and institutions. The objective of AVA is "to develop and promote comprehensive programs of education through which individuals are developed to a level of occupational performance commensurate with their innate potential and the needs of society."

Membership in AVA permits a vocational educator to become a member of one of the twelve divisions of the organization which are established by disciplines in vocational education. In addition, AVA membership is also divided into five geographical regions.

The AVA sponsors numerous and varied professional activities. The organization conducts a national convention each year and actively represents the interests of vocational education to state and national officials who have policy-making power.

MISSOURI VOCATIONAL ASSOCIATION (MVA): The MVA, is the state vocational education association, which is affiliated with the American Vocational Association. The MVA is the state teachers organization which speaks for vocational education at the state level.

The MVA sponsors an annual summer conference in which vocational educators from across the state convene to keep up to date on current trends and practices within their teaching specialty. In addition, MVA sponsors various activities throughout the year to promote the interests of vocational education in Missouri.

MISSOURI MARKETING AND COOPERATIVE EDUCATION ASSOCIATION (MCEA): The MCEA is a division of the MVA which represents instructors of marketing and those instructors involved with cooperative method based programs. This association provides members with an opportunity to coordinate their professional activities with the MVA in an effective manner.

The MCEA sponsors an annual Professional Development Conference (PDC) in February, in addition to regional meetings within the State. At these meetings, teachers learn of research findings, innovative practices, or other ideas, as well as sharing ideas on all aspects of their job.

Within the MCEA organizational structure are two other professional associations - the Missouri Marketing Education Association (MMEA) and the Missouri Cooperative Education Association (MCEA). Membership in the MMEA is open to all marketing educators and business people. MMEA focuses on the aspects of marketing education and the delivery of instruction in marketing. MCEA membership is open to teachers who are involved in cooperative method based programs and others interested in promoting these programs.

For additional information on these organizations, contact the following:

Treasurer, MCEA
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4367

With appropriate membership, the COE teacher-coordinator receives professional periodicals containing state of the art information, inspirational conferences, opportunities to serve, personal/professional recognition, and affiliation with the "cutting edge" of the profession. The benefits of these organizations go far beyond the membership fees required. Typical of professional organizations are the following benefits:

1. Conferences dealing with issues, practices and materials
2. Publications, curriculum materials
3. Opportunity for active professional leadership roles
4. Opportunity to serve on committees and study groups
5. Recognition of outstanding professionals within the organization
6. Input into local, state, and national issues
7. Networking through the local affiliates
8. Public relations
9. Legislative leadership and advocacy

Appendix A

Missouri Certification Standards for Cooperative Occupational Education Teacher-Coordinators

September 1, 1988

MISSOURI CERTIFICATION STANDARDS FOR COOPERATIVE OCCUPATIONAL EDUCATION TEACHER-COORDINATORS

I. The Certification requirements for all vocational instructors, as provided in the State Plan, must be met by Cooperative Occupational Education teacher-coordinators.

II. Requirements for Five-Year Certification.

A. Baccalaureate Degree.

B. Two years or 4,000 hours of approved occupational experience is required.

C. Twenty-five (25) semester hours of approved subject matter course work.

1. Ten (10) semester hours minimum from the area of Marketing with courses such as Retailing, Merchandising, Advertising, Salesmanship, Sales Promotion, et cetera.

2. Ten (10) semester hours minimum from the area of Industrial Education with courses such as Drafting, Metal, Woodwork, Industrial Relations, Labor Problems, Power Mechanics, Electricity, Graphic Arts, World of Construction, Introduction to Industry, et cetera.

3. Five (5) semester hours minimum in excess from the above two areas or from general business, economics, or business administration.

D. Twenty-four (24) semester hours of approved professional education courses which must include:

1. Eight (8) semester hours of <u>vocational education</u> course work. Specifically, courses must include the following:

a. Coordination Techniques

b. Methods of teaching Marketing or Industrial Education

c. Curriculum for Marketing or Industrial Education

d. Additional course work in vocational education for the eight (8) hour total. Courses might include Philosophy of Vocational Education, Vocational Guidance, Occupational Analysis, Vocational Youth Organizations, Adult Programs in Vocational Education.

2. The remaining semester hours may include professional education courses such as Teaching Methods, Educational Psychology, Principles of Teaching, et cetera, to include at least six (6) semester hours of student teaching.

III. Requirements for Two-Year Certification.

A. Baccalaureate Degree

B. Two years or 4,000 hours of approved occupational experience is required.

C. Subject Matter Course Work.

1. Five (5) semester hours of approved subject matter course work in Marketing.

2. Five (5) semester hours of approved subject matter course work in Industrial Education.

D. Professional Education Courses.

1. Twelve (12) semester hours of professional education course work with a minimum of four (4) semester hours of vocational education which includes a course in Coordination Techniques and one in either Methods of Teaching or Curriculum for Marketing Education or Industrial Education, plus at least six (6) semester hours of student teaching.

IV. Requirements for Five-Year Certification Renewal.

A. Attendance of each annual vocational state conference (MVA) during the five-year period.

B. Completion of two college credit courses contributing specifically to the certification specialty.

C. Substitutions to above requirements may be made as follows:

1. A workshop or institute of fifteen (15) or more clock hours or one hundred twenty (120) clock hours of appropriate occupational experience may be substituted for attending a conference. No more than two conference requirements may be satisfied through substitution.

2. A workshop or institute of fifteen (15) or more clock hours or one hundred twenty (120) clock hours of appropriate occupational experience may substitute for each of the two college courses.

D. Evidence of completed requirements must be supplied by the teacher-coordinator to the Department of Elementary and Secondary Education with requests for certificate renewal.

Appendix B

Guide to Submitting Applications for Expanding and New Regular Vocational Programs

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Coordinator, Vocational Education
P.O. Box 480, Jefferson City, Missouri 65102

Number 60 120 003
5/81

GUIDE FOR SUBMITTING APPLICATIONS FOR EXPANDING AND NEW REGULAR VOCATIONAL PROGRAMS

The following outline constitutes the minimum information necessary to review the appropriateness of an application for an expanding or new regular vocational program. *Prepare and submit a separate proposal for each program by occupational title.*

Proposals are to be submitted to the State Director of Vocational Education on or before March 1. (Applications for *Adult* classes may be submitted as the need arises.) Local districts will be notified concerning the approval or disapproval of program requests. Budgets for approved new or expanding programs would be established at the time the annual budget requests are submitted by the local districts.

I. GENERAL INFORMATION

A.* Identify program by occupational title and U.S. Office of Education code number. (For postsecondary institutions—state precise name of major or specialization, and degree or certificate, if any, to be awarded upon successful completion of program.) Indicate specific occupational objective.
B.* Indicate how the need for this program was determined: employment opportunities, current and projected trends, on advice of administration or advisory committee, etc. Describe the cooperation with the CETA prime sponsor in the development of this program, if applicable.
C. Give advisory committee members, their occupations, what review the proposal has had, nature of appraisal of outside reviewers, etc., if applicable.
D. Indicate extent of supervision: by whom, amount, frequency, etc. In what department or other unit will the program be administered?
E.* Give the name, location, and description of space to be utilized for this program.
F. State the relations of proposed program to present offerings and to long range plans of the institution.
G.* Give proposed date for initiating the program.

II. INSTRUCTIONAL INFORMATION

A.* State the program objectives in measurable terms.
B.* Include a topical outline of major units or divisions in the vocational course(s).
C. List instructional material, major texts and references to be used.
D. Describe standards of performance or level of proficiency expected at program completion.
E. State the qualifications of the instructor(s) the district intends to employ.

III. STUDENT INFORMATION

A.* Describe how students will be selected and the nature of students to be served. Indicate anticipated enrollment.
B. Identify educational guidance and counseling services to be provided.
C. Describe follow-up procedure planned.
D. Explain the participation in youth organizations sponsored by the Vocational Division.

IV. BUDGET

A. List major equipment currently available.
B. Outline long-range plans for major equipment purchases.
C. Show proposed equipment, teaching aids, and supplies expenditures.
D.* List anticipated salary expenditures.

V. EVALUATION

A. Explain the procedures and or methods of evaluation to be used in determining results. Relate these to the program objectives.
B. List instrument(s) to be used.
C. Indicate how results of evaluation are to be utilized.

*Minimum information necessary to review the appropriateness of an adult supplemental or apprenticeship new or expanding industry training or consumer and homemaking program.

Appendix C

Cooperative Occupational. Education Core Curriculum

Name: _____ **Cooperative Industrial/Vocational Education**

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

Rating Scale:
- 3 **Mastered** - can work independently with no supervision
- 2 **Requires Supervision** - can perform job completely with limited supervision
- 1 **Not Mastered** - requires instruction and close supervision
- N **No Exposure** - no experience or knowledge in this area

3	2	1	N

A. Career Research and Planning

1. Name the steps in the career decision making process
2. List the main sources of career information
3. Complete a personal career profile
4. State why making a career decision has a positive influence
5. Name ways in which a person may acquire the education and training necessary to his or her chosen career
6. Write a career goal
7. Name the factors that determine whether or not an employee is given a pay raise
8. Name the factors that employers will consider when deciding which employees will be promoted
9. Name the considerations in deciding whether or not to change companies
10. Cite the courtesies that should be observed when quitting a job

Other (specify)

3	2	1	N

B. Computer Awareness

1. List the ways in which computers are affecting everyday living
2. List the types of application software for microcomputers

Other (specify)

3	2	1	N

C. Employment Orientation

1. Name the major parts of a job application
2. Cite the ways in which the acts a person does will have an impact on his/her future
3. List the steps in the decision making process

Other (specify)

3	2	1	N

D. Human Relations

1. State how daydreaming can help a person in making a career choice
2. Name the things that make people unique
3. State the reason why taking one's interests is helpful in making a career decision
4. State the difference between aptitude and ability
5. Cite the reason why personality tests may be helpful in making a career choice
6. Name the most important factor in job success
7. List the qualities an employer can expect of an employee
8. List the things that an employee can expect from an employer
9. Name the things a person needs to do to get along with co-workers
10. List the personal qualities that are important to success in the world of work
11. List the steps a person can take to be more effective at influencing people
12. Name the ways body language can reveal what a person is feeling

Other (specify)

3	2	1	N

E. Income Management

1. Name the factors that influence buying
2. State how supply and demand affects prices
3. Name the steps in making long range buying plans
4. Cite what a wise consumer should know about shopping
5. Describe ways to avoid consumer fraud
6. Demonstrate an understanding of consumer rights by giving examples of protection under FDA, FTC and Consumer Product Safety laws
7. Make and keep a simple budget
8. Name the reasons for reviewing one's spending periodically
9. Cite sources of help for financial problems
10. List services that banks provide
11. State advantages of having a checking account
12. List the rules of checking accounts
13. Demonstrate how to endorse a check correctly
14. Fill out a deposit slip correctly
15. Write a check in proper form and make appropriate records in the check register
16. Name the major advantage and disadvantage of using credit
17. Calculate the amount of credit advisable for an individual
18. Name the types of credit
19. Cite the reasons for receiving a poor credit rating
20. Name the terms included in most credit contracts
21. Identify the types of interest
22. Calculate the actual dollar cost of credit

Other (specify)

BEST COPY AVAILABLE

F. Insurance

1. Cite the reasons why people buy insurance
2. Name the areas that hold the greatest potential for financial trouble in the event of loss
3. Name the type of automobile insurance that is the most important for car owners to have
4. State the advantages of group health insurance plans
5. Cite major decisions to be made in buying a health insurance policy

Other (specify)

G. Job Application and Interview

1. List the sources for job leads
2. Complete an application form, letter of application and personal data sheet
3. Describe what a person should do to prepare for a job interview
4. Describe the points to remember about an applicant's conduct during a job interview
5. Answer typical interview questions

Other (specify)

H. Leadership Development

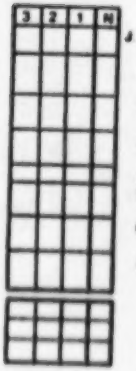
1. List the positive characteristics of leaders
2. Describe ways to develop leadership skills

Other (specify)

I. Legal Responsibilities

1. State the major types of laws
2. List the elements necessary to make a contract binding
3. Name the categories of crimes

Other (specify)



J. Private Enterprise Economics

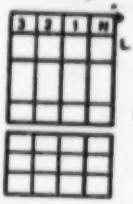
1. State the difference between private enterprise and other economic systems
2. State the reason our economy is a mixed system rather than a true free enterprise system
3. Describe how producers decide which goods and services, and how much of each, to produce
4. List the factors that affect changes in prices
5. Describe why the economy expands and contracts so frequently
6. State the difference between an open shop and a closed shop
7. Describe ways in which the government is involved in our economy

Other (specify)

K. Occupational Communications

1. Identify the primary communication skills
2. Describe the difference between hearing and listening
3. List the strategies for listening that improve understanding
4. Describe the advantages a written message may have over a spoken one

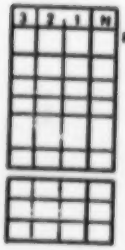
Other (specify)



L. Occupational Mathematics

1. Compute addition, subtraction, multiplication, and division problems
2. Compute multiplication of decimal number problems

Other (specify)



M. Occupational Safety

1. Describe the main causes of accidents
2. Cite the causes of fatigue
3. List the types of human error that cause accidents
4. Describe the ways in which safety hazards on the job can be reduced
5. Cite the agencies that work to prevent accidents

Other (specify)

N. Social Security

1. Cite the groups of people who contribute to social security
2. List the factors that determine the amount of one's social security benefit
3. Name the types of social security benefits
4. Identify the social insurance programs for non-retired workers
5. List the uses for one's social security number

Other (specify)

O. Tax Responsibilities

1. Cite the reasons governments need money
2. List the major services people receive in return for paying taxes
3. List the different kinds of taxes
4. Cite the factors in determining whether or not a person should file a tax return
5. State the deadline for filing income tax returns each year

Other (specify)

Appendix D

Sample Training Agreement

TRAINING AGREEMENT

PROGRAM_____ TEACHER-COORDINATOR_____

Student-learner_____
Home Address_____
City_____ Zip_____
Phone_____

Employer_____
Address_____
City_____ Zip_____
Phone_____
Supervisor_____

Student-learner's Job Title_____
Age_____ Birthdate_____
Social Security Number_____

TRAINING PERIOD
Beginning Date_____ Ending Date_____
Hours/Week_____ Hourly wage_____

The student enters this program to learn as much as is possible for the employer to provide in the nature of job information, skill and attitudes.

The employer will determine the pay and hours the student will work. To earn credit the student must work a minimum of 10-15 hours per week.

THE STUDENT LEARNER:
1. will, while in the process of training, have the status of student-learner and will not displace any regular employee.
2. will confore to all rules and regulations of the school and the training site. The employer expects honesty, punctuality, cooperation, courtesy, and willingness to learn.
3. will maintain regular attendance at school and on the job. On-the-job attendance includes days when school is not in session (e.g., Christmas break).
4. will report absences in advance to the employer and teacher-coordinator. The student cannot receive credit for work on days when not in school unless previously approved by the teacher-coordinator.
5. will keep all records and attend all recognition events (e.g., Employer Appreciation Banquet) associated with this program.

THE PARENT/GUARDIAN:
1. will encourage the student-learner to do well in work experience.
2. will be responsible for providing transportation for the student-learner for the work experience activity.
3. will be responsible, along with the student-learner, for the safety and conduct of the student-learner while he/she is at or between the school, the training site, and home.

THE TEACHER-COORDINATOR:
1. will consult with the training site supervisor concerning the student-learner's work.
2. will make periodic contacts/visits to the training site.
3. will counsel the student-learner about the work experience.
4. will be available to help with training problems or program changes. Contact the teacher-coordinator whenever help is needed.

THE TRAINING SITE SUPERVISOR:
1. will train the student-learner with the competencies included in the Training Plan and those needed for all job-related duties. Training should include safety instruction.
2. will help in the evaluation of the student-learner.
3. will confore to all federal, state and local laws and regulations regarding employment and compensation of student-learners. Student-learners are not eligible for unemployment benefits but must be covered by worker's compensation.
4. will reserve the right to discharge the student-learner for just cause from the training site. The teacher-coordinator requests consultation prior to the action.

The training may be discontinued at any time by any of the signers of this agreement, but each agrees to notify the others in advance. In the event that training is terminated, the teacher-coordinator will make final determinations concerning credit received and reassignment of the student-learner.

All adjustments in the training must be made through the teacher-coordinator.

It shall be agreed that all parties participating in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, sex, national origin, or handicap.

_____ Date_____ _____ Date_____
Student Training Supervisor

_____ Date_____ _____ Date_____
Parent/Guardian Teacher-Coordinator

Appendix E

Sample Instructional Management Plan

Instructional Management Plan

For: _____ **Occupational Goal:** _____

School: _____ **Training Station:** _____

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).	RATING SCALE **4—Superior Performance by student learner** **3—Above Average Performance by student learner** **2—Average Performance by student learner** **1—Poor Performance by student learner**

	Curriculum Goal	Application Experience	Training Sponsor Evaluation for Current Grading Period: ____
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			

Appendix F

Sample Evaluation Instrument

General Evaluation

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).	RATING SCALE 4—Superior Performance by student learner 3—Above Average Performance by student learner 2—Average Performance by student learner 1—Poor Performance by student learner

Work Habits and Personality Traits	Training Sponsor Evaluation for Period
Punctual: Gets to work on time No. of times absent _____ No. of times tardy _____	
Appearance: Neat, well-groomed, appropriately dressed	
Dependability: Prompt, trustworthy, follows directions, meets obligations	
Adaptability: Catches on fast, follows detailed instruction well, can switch jobs easily	
Ability To Get Along: Cooperative, well mannered, has social and emotional stability	
Job Attitude: Enthusiastic, a good team worker, willing to work and cooperate, desires to improve	
Initiative: Ability to work without supervision, sees things to do	
Accepts Suggestions: Eager to improve, seeks assistance, follows through	
Care of Materials and Equipment	
Additional Evaluation Items:	

Do you think this student learner is performing as well as any other beginning worker in the same job?

☐ **Yes** ☐ **No** ☐ **Not Sure** **(Why)** _____

Do you plan to ask the student learner to assume new duties in the next month? ☐ **Yes** ☐ **No**

If Yes, what duties: _____

Validating Signatures

_____	_____	_____
Student Employee	**Employer**	**Teacher/Coordinator**

Appendix G

Sample Student Records Form

PAY RECORD

NAME _____ EMPLOYER (Co.) _____ SEMESTER _____ 19____

PAY PERIOD FROM	TO	HOURLY RATE	HOURS WORKED	AGGREGATE HOURS WORKED	GROSS PAY	GROSS PAY TO DATE	DEDUCTIONS			NET PAY (take home)	TOTAL NET PAY TO DATE
							TAXES	FICA	OTHER		

COMPLETION OF THIS FORM FOR EACH TERM IS A REQUIREMENT AND MUST BE COMPLETED TO OBTAIN GRADE.

SAMPLE
WAGE AND HOUR REPORT

Name _____ Month of _____

Day of Week	Day of Month	Hours Worked School Days	Hours Worked Other Days	$ Rec'd School Days	$ Rec'd Other Days
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				
	31				
TOTALS					

Total hours worked in this month _____ Total hours worked to date_____

Total wages earned in this month _____ Total wages earned to date_____

Total savings this month _____ Total savings to date _____

Appendix H

Form FV-4

Number: 6-920-004
1/86

FV-4 Equipment & Other

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Application for Authorization to Purchase Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, _____	District Code	Local Education Agency (LEA)
Program Codes (Program and Type)		Mailing Address
Description of Program		City and Zip Code

Items Submitted For Approval

Description of Items	Quantity	Estimated	
		Unit Cost	Total Cost
		$	$

Instructions

Three copies of this *Application for Authorization* are to be submitted with the FV-1 forms to the Director of Vocational Finance. After they have been processed, one copy indicating the approved items will be returned to the LEA. The Certification Section at the bottom of this page should be completed prior to sending it to the State Office for approval. A separate *Application for Authorization* must be filed for each program or service area and each type of program. Only those items having prior approval on this application may be claimed for reimbursement.

District Codes: Enter the district codes used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency: Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the program code list included with the instructions for completing Form FV-1.

SIGN BELOW

CERTIFICATION

The local education agency hereby requests authorization to purchase equipment or teaching aids as described on the reverse side of this form to be used for instruction in programs approved under the provisions of the Carl D. Perkins Vocational Act of 1984.

It is understood that the title to equipment and teaching aids is to be vested in the school district with accountability to the Department of Elementary and Secondary Education. No disposition or diversion of use may be made without written approval. If such property is sold or no longer used for the purpose permitted in the Act, the Department of Elementary and Secondary Education is to be credited with its share of the value as determined by the sale price or fair value.

It is further understood that the LEA will furnish the Department information required for supporting claims for funds and maintaining inventory records

Date _____ Signed _____
(Chief School Administrator)

Appendix I

Form FY-2

Number: 6-930-0023
1/86

Form FV-2 (Equipment)

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETING.

Program Codes (Program and Type)	Description of Program

Items For Which Reimbursement is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
				$	

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102.

Program Code & Description of Program—The Program Code is a two-part code as illustrated on the code list sent with instructions for Form FV-1.

Column (1)—**Date Purchased**—This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2)—**From Whom Purchased**—This is the vendor or person with whom the agreement is made.

Column (3)—**Description of Item**—This should be a short identifying statement of the item. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4)—**State Use Only**—Do not complete.

Column (5)—**Expenditure**—This is the amount paid for the items purchased. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6)—**Check No.**—This is the check which represents payment for the items described.

Total Expenditure—Total Column (5).

SIGN BELOW

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102 We hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: District Administrator:

Appendix J

State Vocational Program
Evaluative Questionnaire

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. Box 480, Jefferson City, Missouri 65102

EVALUATIVE QUESTIONNAIRE
FOR
MARKETING - COOP - INDUSTRIAL - COMBINATION (COE)

This form was completed locally by the following staff:

_____

_____

School_____

Date_____

DESE Evaluator:

_____

INSTRUCTIONS: This self-evaluative questionnaire is to be completed by the staff in charge of marketing or cooperative education programs, in consultation with administrative personnel, prior to the date scheduled for an on-site evaluation by DESE professional staff. Please prepare an evidence file for the evaluators which supports answers indicated on this questionnaire. Staff members who accumulate materials for the evidence file should be available during the on-site visit for clarification of documents and additional information if requested.

The following supporting documents and materials should be included in the evidence file:

1. Philosophy - state the philosophy for the department or occupational program area.
2. Objectives - state the program objectives.
3. Class schedule.
4. Membership roster of the advisory committee.
5. Minutes of advisory committee meetings.
6. List of advisory committee activities.
7. Instructional objectives and course outlines.
8. Developmental plans and long-range needs (program expansion, facilities, equipment, materials, etc.).
9. Current enrollment information (including notations of special populations for each course).
10. Placement and follow-up data for occupational programs.
11. Employer follow-up forms (all occupational programs).
12. Inservice schedule with special populations topics identified.

The items on the questionnaire for rating the effectiveness of the program may be answered by circling the appropriate number corresponding to the extent to which the provisions, conditions, or characteristics being described are in evidence.

4 - Excellent
3 - Above Average
2 - Average
1 - Below Average
0 - Missing
NA - Not Applicable

A. PHILOSOPHY AND OBJECTIVES

1.	The philosophy was developed by the instructional staff after consultation with administrators, students, and other interested persons within the local district.	4 3 2 1 0
2.	The philosophy and objectives are clearly defined and are understood by the instructors and students.	4 3 2 1 0
3.	Objectives are stated in behavioral terms and are measurable.	4 3 2 1 0

B. ADMINISTRATION

1.	Administration of the department or vocational program is clearly defined.	4 3 2 1 0
2.	The staff is involved with discussions related to budget, curriculum, selection of resources, purchasing, and general operational procedures of the department or vocational program.	4 3 2 1 0
3.	Instructional programs are provided for:	
	(a) Secondary	4 3 2 1 0
	(b) Postsecondary	4 3 2 1 NA
	(c) Adult	4 3 2 1 NA
	(d) _____	4 3 2 1 0
4.	Class size is determined by:	
	(a) Laboratory or classroom space provided	4 3 2 1 0
	(b) Work stations including adequate equipment	4 3 2 1 NA
	(c) Methods of instruction	4 3 2 1 0
	(d) _____	4 3 2 1 0
5.	The staff utilizes an advisory committee that is representative of the local community:	
	(a) School administrator	4 3 2 1 0
	(b) Industry being served	4 3 2 1 0
	(c) Civic leader	4 3 2 1 0
6.	Handicapped and disadvantaged (including limited English proficiency) students have been identified using the definitions from the Carl D. Perkins Vocational Education Act of 1984 (PL 98-524).	4 3 2 1 0
7.	The instructor(s) is/are notified when a handicapped/ disadvantaged student is enrolled and advised as to the specific needs of the students.	4 3 2 1 0
8.	Nontraditional female or male students are enrolled in your classes.	4 3 2 1 0
9.	Support services are provided for nontraditional female or male students enrolled in vocational classes.	4 3 2 1 0

C. STAFF

1. Each staff member is making an effort to maintain the five-year renewable certificate or to eliminate deficiencies in the two-year temporary certificate. 4 3 2 1 0
2. Each staff member participates in annual inservice activities:
   - (a) SDE-MVA Summer Workshop 4 3 2 1 0
   - (b) Courses offered by colleges or universities 4 3 2 1 0
   - (c) _____ 4 3 2 1 0
3. Each staff member holds membership in professional vocational organizations:
   - (a) American Vocational Association 4 3 2 1 0
   - (b) Missouri Vocational Association 4 3 2 1 0
   - (c) Marketing and Cooperative Education Association 4 3 2 1 0
   - (d) _____ 4 3 2 1 0
4. Staff members participate in activities which promote good community and school relations. 4 3 2 1 0
5. Each instructor has participated in inservice training on the elimination of sex bias and sex role stereotyping. 4 3 2 1 0
6. Each instructor has participated in inservice training sessions on methods, strategies, techniques, etc., to better serve handicapped/disadvantaged students. 4 3 2 1 0

D. INSTRUCTIONAL METHODS AND RESOURCES

1. The curriculum is consistent with the district's stated philosophy and objectives. 4 3 2 1 0
2. A course of study:
   - (a) Exists in written form 4 3 2 1 0
   - (b) Includes teaching/lesson plans 4 3 2 1 0
   - (c) Has sequential order of units 4 3 2 1 0
   - (d) Is revised regularly on the basis of need 4 3 2 1 0
   - (e) Includes recommended core competencies 4 3 2 1 0
   - (f) Allows flexibility to serve targeted populations (instructor(s) have developed or use modified curriculum to better serve handicapped/disadvantaged students), 4 3 2 1 0

3. The course of study has been developed on the basis of information received from:

   (a) Student surveys which depict interest and potential 4 3 2 1 0

   (b) Labor market studies 4 3 2 1 0

   (c) DESE 4 3 2 1 0

   (d) Advisory committees 4 3 2 1 0

   (e) Available community resources 4 3 2 1 0

   (f) _____ 4 3 2 1 0

4. Classroom/laboratory activities are determined by course content, student needs, and interest, such as: small group instruction, individualized instruction, large group instruction, cooperative methodology, and youth organization activities. 4 3 2 1 0

5. A vocational student organization is an integral part of the instructional program and provides opportunities for:

   (a) Student leadership and involvement 4 3 2 1 0

   (b) Teacher-advisor participation 4 3 2 1 0

   (c) Participation in state and national level activities 4 3 2 1 0

   (d) _____ 4 3 2 1 0

6. Individual accomplishment and progression are evaluated on attainment of behavioral and career objectives. 4 3 2 1 0

7. Students are informed in writing of the course objectives and frequently are informed of their level of success. 4 3 2 1 0

8. Guidance information and resources (test information, audiovisual materials, career information, etc.) available through the guidance program area, are used by teachers. 4 3 2 1 0

9. Instructors are provided the opportunity to be involved in the Individual Education Program process for handicapped students. 4 3 2 1 0

10. Practical experiences are provided to explore careers and engage in realistic work (including the new technologies, nontraditional, and new and emerging occupations specific to the program). 4 3 2 1 0

11. Teachers excuse students from class attendance to receive individualized or small group guidance. 4 3 2 1 0

12. Class time is allocated for the guidance staff to work cooperatively with the teacher, to carryout guidance related program activities such as decision-making, dissemination of career and occupational information, etc. 4 3 2 1 0

13. Safety practices are taught and enforced as an integral part of the instructional program. 4 3 2 1 0

14. Sufficient and appropriate instructional materials, teaching aids, and reference materials are available and utilized by the students and staff in meeting the course objectives. 4 3 2 1 0

15. Community resources, such as outside speakers, field trips, etc., are utilized. 4 3 2 1 0

16. Adequate and appropriate instructional supplies are available for use in teaching the course. 4 3 2 1 0

17. Staff and students are aware of and utilize guidance and placement services. 4 3 2 1 0

18. The signed training agreement and training plan or Instructional Management Plan with cooperating employers provides learning experiences that complement the classroom instruction of the occupational area being studied. 4 3 2 1 0

E. FACILITIES AND EQUIPMENT

1. Adequate storage space is provided for instructional equipment and supplies. 4 3 2 1 0

2. Space provided the vocational class or laboratory is large enough for a flexible arrangement of work stations with sufficient space for traffic flow. 4 3 2 1 0

3. Environmental conditions (light, heat, ventilation, acoustics, etc.) are adequate and properly regulated. 4 3 2 1 0

4. An up-to-date inventory of instructional equipment and supplies is maintained. 4 3 2 1 0

5. Records show periodic checking and maintenance of equipment. 4 3 2 1 0

6. Good housekeeping practices are observed by staff and students. 4 3 2 1 0

7. A private area is provided for teacher-student conferences. 4 3 2 1 0

8. Electrical outlets are sufficient in number and are properly positioned. 4 3 2 1 0

9. The class/laboratory is equipped with appropriate, up-to-date machines, and equipment. 4 3 2 1 0

10. The facility is accessible to handicapped students. 4 3 2 1 0

F. PLACEMENT, FOLLOW-UP, AND EVALUATION

1. A systematic procedure exists for obtaining and disseminating information about specific employment opportunities. 4 3 2 1 0

2. The placement procedures provide for coordination and team effort between the instructors and the guidance/placement personnel in providing job development and job placement for program graduates and laborers. 4 3 2 1 0

3. There are procedures which provide for the student to receive instruction in pre-employment preparation to include: job applications, job interviews, resumes, job survival skills, etc. 4 3 2 1 0

4. A plan exists and is utilized to follow up recent program graduates and leavers. 4 3 2 1 0

5. Evidence exists that an evaluation plan is utilized which includes:

   (a) Mastery of course objectives 4 3 2 1 0

   (b) Employer-employee satisfaction 4 3 2 1 0

   (c) The relationship of student placement rates to course objectives 4 3 2 1 0

   (d) Employer-employee feedback for course revision 4 3 2 1 0

   (e) _____ 4 3 2 1 0

   (f) _____ 4 3 2 1 0

EMPLOYER FOLLOW-UP FORM

INSTRUCTIONS: Employer follow-up information about completers and leavers of vocational programs in your school must be provided to the Department. The information supplied should be about completers/leavers from the previous school year. **Complete one Employer Follow-Up Form for every 25 students completing/leaving each vocational program or fraction thereof reported on VEDS form.** If a program has at least 26 but less than 51 completers/leavers, fill out 2 forms. If a program has at least 51 but less than 76, fill out 3 forms.

SECTION I: Print school name, county/district code, program CIP code from VEDS forms and list the title of the program. Check the appropriate box for completer or leaver; secondary, postsecondary or adult; male, female; black, white, other; disadvantaged, handicapped, or neither.

SECTION II: After consulting with appropriate employer, check the appropriate boxes on items 1, 2, and 3 and enter the starting salary for the job/occupation on item 4. **INCLUDE THE EMPLOYER FOLLOW-UP FORMS IN THE ON-SITE EVALUATION EVIDENCE FILE AND LABEL IT "EMPLOYER FOLLOW-UP".**

SECTION I

School Name _____ County/District Code _____-____

Program CIP Code _____ Program Title _____

Student is a:

☐ Completer ☐ Leaver ☐ Male ☐ Female ☐ Secondary ☐ Postsecondary ☐ Adult ☐ Black ☐ White ☐ Other ☐ Handicapped ☐ Disadvantaged ☐ Neither

SECTION II

1. **VOCATIONAL TRAINING EVALUATION** Rate the vocational training received by the individual in the following areas.

Technical Knowledge

☐ (5) Very Good ☐ (4) Good ☐ (3) Average ☐ (2) Poor ☐ (1) Very Poor

Work Attitudes

☐ (5) Very Good ☐ (4) Good ☐ (3) Average ☐ (2) Poor ☐ (1) Very Poor

Work Quality

☐ (5) Very Good ☐ (4) Good ☐ (3) Average ☐ (2) Poor ☐ (1) Very Poor

2. **OVERALL RATING** What is your overall rating of the vocational training received by this individual as it relates to the requirements of the job?

☐ (5) Very Good ☐ (4) Good ☐ (3) Average ☐ (2) Poor ☐ (1) Very Poor

3. **RELATIVE PREPARATION** As a result of this person's vocational training, how would you rate his or her performance in relation to other employees in the work group who did not receive the same training?

☐ (5) Very Good ☐ (4) Good ☐ (3) Average ☐ (2) Poor ☐ (1) Very Poor

4. **SALARY:**

$ _____ per ☐ Hour ☐ Month ☐ Year

Appendix K

Supplementary Questionnaire

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. Box 480, Jefferson City, Missouri 65102

SUPPLEMENTARY QUESTIONNAIRE
FOR
VOCATIONAL PROGRAMS OPERATING A COOPERATIVE EDUCATION COMPONENT

1. The teacher/coordinator provides both in-class related instruction and supervision of students' on-the-job training. Yes ___ No ___

2. Cooperative students are enrolled in both the class and the supervised employment simultaneously. Yes ___ No ___

3. The cooperative education students' training stations are appropriate for the occupational categories for which the program is designed. Yes ___ No ___

4. There is a written Instructional Management Plan (IMP) between the school and the training sponsor which identifies both in-class instruction and on-the-job training that the student will receive. Yes ___ No ___

5. A current IMP is on file for each student receiving cooperative credit. Yes ___ No ___

6. There is a written training agreement between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or handicap. Yes ___ No ___

7. The credit awarded for on-the-job training is 1 unit for each 10 hours of employment per week. No more than 2 units of credit are awarded for on-the-job training. Yes ___ No ___

8. Adequate extended employment time for the teacher/coordinator is provided. Yes ___ No ___

9. The teacher/coordinator's schedule includes 1 period per day for each 12-15 cooperative students for supervision of on-the-job training. Yes ___ No ___